



The Roarin' Twenties

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Curriculum Area	History and Social Science
Subject Area	US History (early 20 th century)
Grade Level	6 th grade.
Learning Objectives	<ul style="list-style-type: none"> • The students will describe different types of music, dance and entertainment of the 1920's. • The students will describe the importance of the Harlem Renaissance. • The students will list the impact that the automobile had on American culture in the 1920's and beyond. • The students will discuss the affects of prohibition, speakeasies, and bootlegging. • The students will describe the impact of women's suffrage.
Correlation to the SOL	New USII.5 C/T 8.1, 8.4
Video/Technology Hardware/Software Needed	<p>For the class: Computer with Internet connection and printer Word Processing software (such as <i>Microsoft Works</i> or <i>ClarisWorks</i>) Scanner</p> <p>For each student: Computer with Internet connection Word Processing software (such as <i>Microsoft Works</i> or <i>ClarisWorks</i>) Floppy disk or subdirectory on hard disk (to store their resources)</p> <p>Web Sites: <i>Twenties Reconstruction Society</i> http://home.earthlink.net/~timsamuel/home.htm#content (short essays on various topics of interest for adults; may not be appropriate for students) <i>Twenties Reconstruction Society 20's Timeline</i> http://home.earthlink.net/~timsamuel/timeline.htm <i>America's Story: Great War and Jazz Age</i> http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/1914-1928 <i>American Memory Project: Votes for Women</i> http://memory.loc.gov/ammem/naw/nawshome.html <i>American Memory Project: The Coolidge Years</i> http://memory.loc.gov/ammem/ndlpedu/collections/coolidge/ccintro.html</p>

	<p><i>American Memory Project: American Panoramic Maps, 1847-1929</i> http://memory.loc.gov/ammem/ndlpedu/collections/pmap/pmintro.html</p> <p><i>American Memory Project: Washington As It Was, 1923-1959</i> http://memory.loc.gov/ammem/thhtml/thhome.html</p> <p><i>Harlem Renaissance Collection of Links</i> http://www.richland2.k12.sc.us/svh/media/english/harlem.htm</p> <p><i>Granger's Harlem Renaissance</i> http://www.wshs.fcps.k12.va.us/projects/im98/im985/topics/Harlem.htm</p>
Materials Required	<p>For each student: A copy of the Scrapbook Page Worksheet and Rubric</p>
Procedures/Activities	<ol style="list-style-type: none"> 1. Tell students that they are going to explore the 1920's in America by becoming a character living in that time period and creating a scrapbook entry to be included in a class "family" scrapbook. They will also create a bibliographic page listing all the resources used during their research. Give the students the Scrapbook Page Worksheet and Rubric to show them what information they will need to find. 2. Give students some time to explore the Web sites, which should be bookmarked on their computers. Have them choose something about the 1920s that they would like to know more about. The teacher may wish to pre-determine a set of approved topics. 3. After students choose a topic to explore, they brainstorm to determine a character (fictional) who would be affected by that topic. For instance, the Harlem Renaissance might affect a poor young urban black girl. Or the new automobiles might affect someone who has moved to New York City from Iowa. 4. Have students research information about their character, using information found in the Web sites. When using the photographs from the American Memory Project, you may wish to teach a mini-lesson on using photographs as primary documents (a helpful lesson plan is found at the American Memory Project Learning Page: http://memory.loc.gov/ammem/ndlpedu/lessons/primary.html). 5. As students gather their resources from the Web, texts, books, etc., have them compile an electronic portfolio of materials. They should type their notes using a Word Processor. They should gather photos and digitize them if they are not already digitized (teach a mini-lesson about copyright infringement and proper bibliographic style to be used for their sources). 6. When they have had time to gather enough materials to create a scrapbook page, have the students use a word processor to write an entry (using a font style that looks like handwriting would be fun to add!) and incorporate at least two photos and/or other images from the various sources. 7. Print out the scrapbook pages (enough copies for each student) and bind them into a class "family" album for all students to take home.
Content Assessment	The teacher will use the Evaluation Rubric to assess the students' work
Technology Integration Assessment	The teacher will observe the use of technology during the research process and use the Evaluation Rubric to assess the students' work.
Extensions	<p>English: Students could write a longer biography about his/her character.</p> <p>Art: Students could learn about the art styles of the 1920s.</p> <p>Music: Students could learn about the music of the 1920s.</p> <p>Drama: Students could create a "family reunion" play, where they pretend to be their characters and interact with one another.</p>

Scrapbook Page Worksheet and Rubric

At the end of this project, you will have created a family scrapbook page for your own fictional character. This character is someone who lives in the 1920s and is affected by the events of that decade. Your page will have a very short biography, incorporating some aspects of life in the 1920s and how it affects you, and will use at least two photos and/or other images you have found while doing your research. In addition, you will provide the teacher with a bibliographic page, listing all the sources for your information in proper format.

To help you do your research, think about these questions:

The Big Question: How did the events of the 1920s affect those who lived during it?

What is your topic?

Who would be affected by your topic?

Which character would you like to create?

When and where was he/she born?

How old is he/she now?

What does he/she look like?

What does he/she do for a living (if applicable)?

What does he/she do for fun?

What would he/she like to do tomorrow?

What would he/she like to do in 1930?

How is your character affected by your topic? How does it change his/her life (or not)?

Evaluation Rubric

	Well-done (3 pts.)	Average (2 pts.)	Needs Work (1 pt.)	Total
Scrapbook Page				
Technical	No spelling or grammatical errors; nicely formatted; uses 3-4 appropriate images	1-2 spelling/ grammatical errors; OR uses minimum of 2 appropriate images	Several spelling/ grammatical errors; OR sloppily formatted; OR uses less than 2 appropriate images	
Accuracy	Incorporates appropriate detail and uses 5-6 facts about topic based on research	Incorporates appropriate detail and uses 2-4 facts about topic based on research	Details are inappropriate OR less than 2 facts about topic are used	
Creativity	Interesting ("real") character and images	Accurate character and images	Character OR images are not accurate OR are sparsely sketched	
Bibliographic Page				
Technical	Follows format provided by teacher AND no spelling/ grammatical errors	Follows format provided by teacher OR no spelling/ grammatical errors	Does not follow format provided by teacher AND/OR has spelling/ grammatical errors	
Accuracy	Entries are all properly made and accurate	Entries are all properly made but 1-2 inaccuracies	Entries not properly made OR more than 2 inaccuracies	
Content	More than 10 sources cited	5-9 sources cited	Less than 5 sources cited	